

### **Moray Council – Education and Social Care Crossroads Primary School - Progress Report – June 2019**

#### **1 Introduction**

Crossroads Primary School was inspected in November 2017 by Education Scotland and the resulting report was published in February 2018. The report can be accessed from the school or on the Education Scotland website.

Since the inspection, the local authority has monitored progress and the school's QIO and a Primary Adviser have visited the school to assess the extent to which the school is continuing to improve using a clear set of target areas. This has ensured that the school has a robust self-evaluation culture in the school, supported and led by the school community.

The inspection findings were identified as follows:

#### Areas of Strength

- The head teacher's vision in developing collaborative working beyond the school. The involvement of staff in this collaborative learning community which has provided opportunities for them to work in teams with other colleagues.
- Staff, parents and children are positive and proud of their school. Staff know and care for the children and families. Support staff work well with the children. The children's strong interest and willingness to engage in matters affecting them.
- Parent's support and focus on fundraising activities for their school is helping improve their local community and the children's learning experiences.

#### Areas for Improvement

- Improve approaches for learning, teaching and assessment to ensure all children's attainment and achievements continue to be raised.
- Continue to focus on developing priorities which further improve relationships, inclusion and children's wellbeing.

#### **2 Continuous Improvement**

The headteacher came into post just as the Education Scotland inspection report was being published and has been keen to build on the strengths of the school as well as continue to lead improvement. Her appointment has brought stability to the school which has led to the further development of the welcoming school ethos. She leads another school within a paired school system and distributes leadership across

the school community where appropriate. The positive relationships which exist in the school enable all children to have a voice regarding school improvement and also in their learning and next steps. The language of learning is being established within the school and supports a culture which is becoming more aspirational and engaging for learners and staff alike.

The pupils are well-mannered and polite and keen on their learning which means that most of them are ready to be taken further in their learning. The school is more effectively engaging in the child planning process and ensures that the key adult responsibilities are carried out in an appropriate manner using a positive partnership approach.

Assessments which are carried out by a range of partner agencies inform the targets which are set for pupils and programmes of work to support learning. The school successfully works with partners who understand the principles of GIRFEC and work within agreed protocols to support individual children and their families.

### **3 Progress with Areas for Improvement**

Most children make good progress from their previous level of attainment and the attainment over time for all stages is improving. The school works hard to ensure inclusion and to promote the achievement of all in a variety of different ways in the context of a single P1 to P7 multi-composite class. This is positively reflected in pupil, staff and parent views. The school is beginning to make positive use of tracking and monitoring and attainment data to provide early interventions for children.

Children in each class have reflective learning logs that are shared at home and parents are encouraged to use these to engage with their child's learning. The children are becoming increasingly involved in decision making about their learning and the learning experiences are differentiated with clear learning intentions and success criteria.

The headteacher is working with the Primary Adviser to ensure that priorities are clearly identified and that these will benefit the needs of our learners and their families. There is a committed staff team that is beginning to work together to initiate and implement change in approaches to learning, teaching and assessment so that attainment and achievements are recognised and aspirations raised. All members of staff and the school community are working on a revised school vision, values and aims which will be followed by a curriculum rationale. The headteacher is keen to build staff capacity in the school and staff strengths and development needs are being increasingly recognised and progressed.

The school is using the Curriculum for Excellence Benchmarks and there will be more development work around the effective use of benchmarks to further improve learning and teaching and assessment. Also, work is being undertaken at present to ensure that learning and teaching that includes key themes such as Developing the Young Work Force and Outdoor Learning and the school is developing curricular progressions across the eight curricular areas with appropriate progression

pathways. Moderation has been a clear focus within the school, Associated Schools Group and the local authority and this has developed further collaborative working to ensure a clear understanding of standards. The curriculum and assemblies are the contexts where relationships, inclusion and children's well-being are part of learning and teaching so enabling pupils to reflect on and discuss place in an inclusive school community at the heart of its local community.

#### **4 Conclusion**

The school has made progress in addressing the areas for improvement in the original Education Scotland report and the local authority is confident in the headteacher's and school's commitment to continuous improvement. Consequently it is recommended that Crossroads Primary School is signed off from ongoing local authority post-inspection oversight and reverts to normal quality assurance processes. Parents and carers will continue to be informed of further progress through the school Standards and Quality Report.

#### **5 Contact Details**

Any queries about this report should be addressed to:

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